DOCUMENT RESUME

ED 266 430 CS 008 328

TITLE Readmore's Reading Recipes: The Ingredients to a Successful Concoction of Classroom Reading Activities.

INSTITUTION Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.

PUB DATE [86]

NOTE 30p.; Original document was on 4x6 cards; each section was a different color.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Class Activities; Classroom Techniques; Elementary Education; *Learning Activities; *Reading Comprehension; *Reading Games; *Reading Instruction; Reading Skills; Study Skills; Teaching Methods; Vocabulary Skills; *Word Recognition; *Word Study Skills

ABSTRACT

Created by contributing teachers to provide Indiana teachers with new ideas for classroom reading activities, this set of cards (which can be kept in a resource file) may be used to motivate, challenge, and reinforce reading skills. The first card lists considerations for developing games, while the remaining cards describe approximately 40 classroom games under four topics: vocabulary, comprehension, word recognition, and study skills). Each card includes the name of the activity, the objective, the number of participants and materials needed, the directions, and the name of the teacher who submitted the idea. (EL)

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Readmore's Reading Recipes

The ingredients to a successful concoction of classroom reading activities

Division of Reading Effectiveness
Indiana Department of Education

In visiting schools throughout the state, we have discovered many effective reading activities created by teachers for use in their classrooms. We contacted all the school corporations asking teachers to submit some of their favorite motivating and fun activities. In an effort to provide a method of sharing these activities, Readmore's Reading Recipes was created. We hope these activities will be the beginning of a resource file which will help you motivate, challenge and reinforce reading skills in your classroom.

We appreciate the response! In some instances it was necessary to modify the games or change the original wording; however, we did try to maintain the originality. It was impossible to use all the activities submitted, but we do thank you for taking the time to share them with us.

CS008 328

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Instructional games or activities must be relevant to the needs of the students if they are to be effective. When developing games, some considerations are:

1. The task of the game should match the objective.
2. The game should provide reinforcement of skills previously taught by the teacher.
3. The rules should be clear and easily understood.
4. The game should move quickly enough to keep the interest of the students.
5. All students should experience some success.
6. The game should be easy enough for the student to succeed, but difficult enough to be a challenge.
7. The game should be durable, colorful and storable.

Vocabulary

Vocabulary Study — 1
A Biggie A Day — 2
Roller Words — 3
Stop and Go — 4
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Vocabulary Study 1

Objective: To increase student's vocabulary
Number of participants: Entire class
Materials needed: Paper, dictionary, bulletin board, stickers

Directions: Divide the class into three groups. Once a week, each member of one group (rotate the responsibility) presents two words from the dictionary to the class. After a brief discussion of meanings and usage, the class votes on the words. The five words that receive the most votes become the class list for the following week. In addition, each student chooses two more words from the dictionary as his/her personal words. The student then records these seven words on his/her vocabulary record sheet. Students are required to write the pronunciation and definition of the words and to use the words in sentences on the sheet. During the week, students are encouraged to use the words in conversation. For every two times a student uses a word (one of the two times must be in the presence of an adult), he/she receives a sticker. The person in whose presence the student used the word initials the student's vocabulary records. At the end of the week each student who has acquired seven stickers places a poster that tells something about himself/herself on the "Word User of the Week" bulletin board.

Submitted by: Suzie Jenney, Mohawk Trails Elementary School, Carmel Clay School Corporation, Carmel

A Biggie A Day 2

Objective: To increase vocabulary
Number of participants: Entire class
Materials needed: Bulletin board space for a vocabulary list, notebook paper for each child's personal list

Directions: Each day give the class a "biggie", that is, a word they would enjoy mastering, but that probably is not in their speaking vocabulary, e.g., trepidation, indubitably, pugnacious. Discuss the word, look it up in the dictionary, and use it in sentences. Soon the class will be bringing in "biggie" contributions. Children enjoy throwing these words into conversations with other students and parents.

Submitted by: Deb Neuenschwander, Lancaster Elementary School, Northern Wells Community School Corporation, Bluffton

Roller Words

3

Objective: To provide practice with the proper usage and meanings of affixes
Number of participants: Small group
Materials needed: 2 dice, 12 index cards (number the cards from one to 12 and put a different prefix or suffix on each card)

Directions: Divide the participants into two teams. The first player on team "A" rolls the dice. The player then gets the card with the same number that is showing on the dice. The player must then use the prefix or suffix displayed on that card in a word. Finally, the player must use this new word in a sentence. If the player correctly finishes the task, that player's team will receive the number of points showing on the dice. If the player is wrong, the other team will receive the points. This game can be played with any number of players or dice (1 die: 6 cards, 2 dice: 12 cards, 3 dice: 18 cards, etc.)

Submitted by: David Steigerwald, North Dearborn Elementary School, Sunman-Dearborn Community School Corporation, Guilford

Stop and Go

4

Objective: To reinforce knowledge of basic sight vocabulary
Number of participants: Small group
Materials needed: Index cards for 30 basic sight words (or flashcards), 6 "stop" cards and 3 "go" cards ("stop" cards are printed in red, "go" cards in green)

Directions: Mix all the cards well to distribute the "stop" and "go" cards as evenly as possible. Place the deck face down in the center of the group. Each child, in turn, draws a card and reads the word. If the word is read correctly he/she keeps the card. He/she continues to draw cards and read them until a word is read incorrectly or until a "stop" card is drawn. If a "go" card is drawn, the child continues to play until a "stop" card is drawn. Each player counts his/her cards (including "stop" and "go" cards). The player with the most cards wins.

Submitted by: Ellen Ruth, Pine View School, New Albany-Floyd County Consolidated Schools, New Albany

Funny Bucks

5

Objective: To encourage children to follow a story when others are reading; to develop vocabulary and phonetic skills
Number of participants: Small group
Materials needed: Supply of $1, $5 and $10 fake money, library pockets, poster board, treasure chest of rewards

Directions: When a child is reading and either does not know a word or mispronounces a word within a "reasonable" amount of time, the teacher snaps her fingers. The first student to respond correctly earns $1 of "funny bucks". The child who misses the word should write, pronounce, define, and/or use the missed word in a sentence. He/she should receive a buck when he has completed the assigned task. Store the bucks in library pockets with the child's name on each pocket, mounting the pockets on posterboard. When any child saves up $15, he/she earns a trip to the treasure chest which contains all kinds of little goodies.

Submitted by: Charlyn Parks, Woodburn Elementary School, East Allen County Schools, New Haven

Slap Happy

6

Objective: To reinforce sight words
Number of participants: Small group
Materials needed: Posterboard 24" x 30", list of sight words, flyswatters

Directions: Draw six or more circles on the posterboard. Put one sight word from the list in each circle. Select one player to "call" the sight words, one at a time. The other players try to be first to "slap" the corresponding sight word on the word board with their flyswatters. If one of the players is first and correct, a point is earned.

Submitted by: Fran Hageboeck, Mohawk Trails Elementary, Carmel Clay School Corporation, Carmel

Vocabulary Power

7

Objective: To increase vocabulary skills
Number of participants: Large or small group
Materials needed: Vocabulary cards, dictionary, puzzle pieces, bulletin board

Directions: Prepare vocabulary cards and a puzzle with several pieces which can be assembled into a seasonal or interesting character. Each day introduce a new vocabulary word and ask students to locate the word in the dictionary. The students should use the pronunciation key to correctly pronounce the word, then read the definition and give examples of its uses. Place the vocabulary card along with the first puzzle piece on a "Vocabulary Power" bulletin board. Encourage students to use the new word throughout the day. The next day do the same with another vocabulary word. Ask the students to decide if the new word comes alphabetically before or after the word from the previous day and to place it on the board in alphabetical order. Add the second puzzle piece and encourage the students to guess what the puzzle might be. Continue adding vocabulary cards and puzzle pieces until the figure has been completed. Vocabulary cards can be compiled into a class dictionary of "Words We Learned During the Year."

Submitted by: Linda Lyness, North Dearborn Elementary School, Sunman-Dearborn School Corporation, Guilford

The Noun Game

8

Objective: To identify nouns in specific categories
Number of participants: Small or large groups
Materials needed: Noun category cards (such as Name 5 kinds of dogs, Name 5 kinds of trees, etc.), timer or clock

Directions: The teacher selects a category card and announces the subject to the group. Each student in turn has 15 seconds to say five nouns that fit the category. The game continues until there is one student left.

This game can be used as a culminating or testing activity in a limited time span.

Submitted by: Janice Berssenbruegge, North Dearborn Elementary School, Sunman-Dearborn Community School Corporation, Sunman

Valuable Vocabulary 9

Objective: To learn new words in a story
Number of participants: Small group
Materials needed: Reading book, paper, pencil, dictionary

Directions: Each student in the group should know the meaning and correct pronunciation of five selected words from his/her assigned story. One at a time, each student writes one of his/her five words on the blackboard. The student then calls on anyone in the group who raises his/her hand in recognition of the word. The student who pronounces and defines the word correctly, scores one point. If the person writing the word stumps someone, he/she scores the point.

Submitted by: Sharon O'Dell, Battle Ground Elementary School, Tippecanoe School Corporation, Battle Ground

Wacky Word Pieces 10

Objective: To reinforce recognition of words
Number of participants: Large or small group
Materials needed: Construction paper, scissors, markers, bulletin board

Directions: Make a bulletin board display to which the students may add picture pieces. Examples are bun/hamburger (lettuce pieces, ketchup, mustard, pickles and onions), ocean scene (mermaids, starfish, seahorses, fish, snakes and snails), winter scene (snowflakes, sleds, snowmen, snow forts). On each picture piece write a vocabulary word. The child selects a picture-piece and pronounces the word without assistance before it is added to the picture.

Submitted by: Deb Carrell, Dayton Elementary School, Tippecanoe School Corporation, Lafayette

Vocabulary Sentences 11

Objective: To practice vocabulary words in sentences before reading them in a story selection
Number of participants: Small group
Materials needed: Vocabulary plus other various words on cards, one word per card

Directions: Pass out the word cards to pupils. Each pupil constructs a sentence using the word(s). As each person says his or her sentence, the teacher writes it on the board.

Submitted by: Dotty Phillips, Throop Elementary School, Paoli School Corporation, Paoli

Spot the Giraffe 12

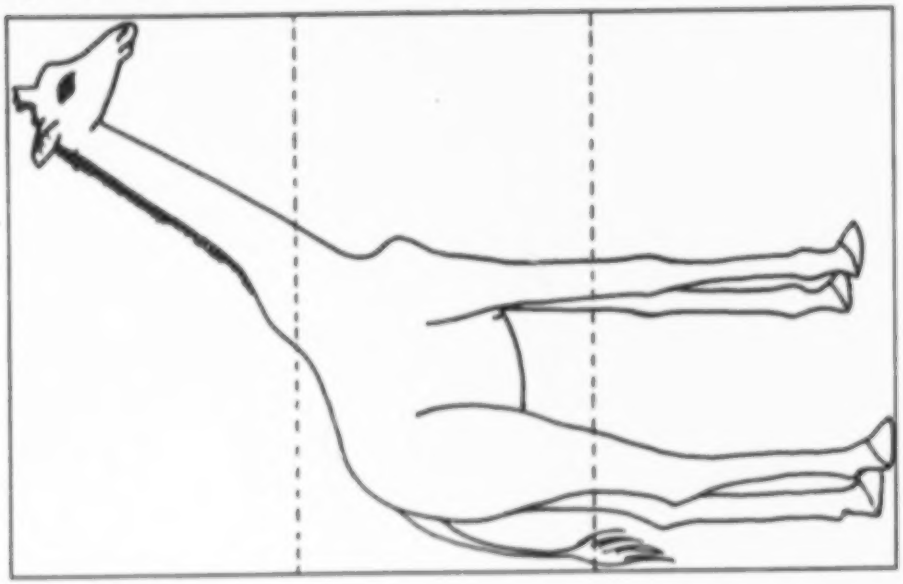
Objective: To introduce and reinforce vocabulary words and their definitions
Number of participants: One
Materials needed: Picture of a giraffe, drapery hooks (used to hold the spots), markers, pencils, paper, construction paper, poster board

Directions Make spots for the giraffe from construction paper. Some of these spots are used for vocabulary words and some for their definitions. Label the front of a spot with a vocabulary word. Put a number on the back. Put the corresponding definition on the front of another spot with that same number on the back. This enables this activity to be self-checking. Make a large giraffe by using three pieces of poster board and drawing parts of the giraffe on each piece. (Head and neck as one, body as one, legs and tail as one). Cover it with contact paper and insert drapery hooks into the poster board. You will need one hook for each vocabulary spot and one hook for each definition spot. Place the hooks one above the other. The child selects one vocabulary spot and hangs it on one hook. He/she then finds the corresponding definition spot and hangs it on a hook beneath the selected vocabulary hook. When all spots are hung, the student checks his/her work by matching the numbers on the back of each spot.

Submitted by: Diane Trable, Sunman Elementary School, Sunman-Dearborn Community School Corporation, Sunman

Spot the Giraffe

12a



Animal Farm

13

Objective: To teach new vocabulary words
Number of participants: Small group
Materials needed: Index cards, 8" x 10" posterboard

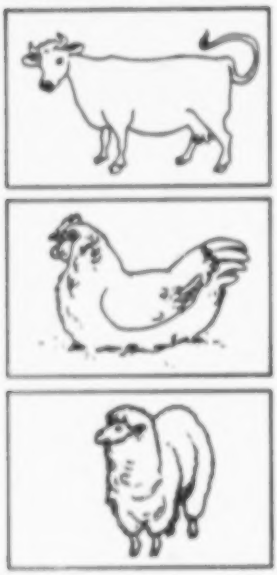
1. Index cards — Draw different farm animals (1 per index card). Write a new vocabulary word on each animal.
2. Cut out a barn from posterboard, one barn for each student.

Directions: Give each student a barn. Place the animal word cards face down on the table in the center of the group. The first student draws a word card and reads it. If he/she can say the vocabulary word, the animal is placed in his/her barn. If the student does not know the word, the card is placed on the bottom of the pile and the next player gets a turn. The student with the most animals wins.

Submitted by: Joyce D. Lenz, Fairmont Elementary School, New Albany-Floyd County Consolidated School Corporation, New Albany

Animal Farm

13a



10" x 8"

Sight Word Frisbee

14

Objective: To reinforce basic sight words
Number of participants: Small group
Materials needed: Paper plates, box, sight word list

Directions: Print one sight word on each plate. Include some extra game bonuses such as "extra turn", "lose turn", on other plates. Divide the class into two teams. The teacher flashes one plate to the first person in each team. The player to say the word first gets the plate and tries to make a point by throwing the plate into a box a few feet away. The drill continues until time or plates are all used.

Submitted by: David McConnell, Albion Elementary School, Central Noble School Corporation, Albion

Comprehension

Dart Game — 1
1 — 2 — 3 Go — 2
The Ring — 3
Reading Brain Game — 4
Garage and Junkyard — 5
Sentence Scramble — 6
Look for Details — 7
Strip Stories — 8
Guess Who — 9
Zap — 10
Story Play — 11
Who, What, When, Where, Why? — 12

Dart Game 1

Objective: To provide practice in following directions
Number of participants: Small group
Materials needed: Large dart board, balloons, darts

Directions: Balloons are stuffed with small notes giving directions for a specific reading activity, i.e., read a newspaper article, read five pages in a particular book, do workbook page 39, etc. Balloons are then inflated and pinned to the dart boart. When a balloon is popped, the note inside determines the assignment. Several turns are possible since the assignments are short.

Submitted by: J. William Lake, Northeastern Elementary School, Northeastern Wayne School Corporation, Fountain City

1 — 2 — 3 Go

2

Objective: To provide practice in following directions and sequencing
Number of participants: Small group
Materials needed: Instruction index cards written on three ability levels and color- or number-coded (see example), a three-minute egg timer, a pocket to store game cards, timer, paper and pencil for keeping score

Example:

Number 1 Cards
1. Count to ten by 2's.
2. Say the days of the week.
3. Shake hands with someone in your group.

Number 2 Cards
1. Write the word "lady" on the blackboard.
2. Change the word "lady" to mean more than one.
3. Give a synonym for the word "happy".

Number 3 Cards
1. Write the plural of the word "dish" on the blackboard.
2. Say the twelve months of the year.
3. Write the number one thousand, five hundred and twelve on the blackboard.

Directions: Children sit around a table. Each child in turn draws one card from a particular ability level, reads the card silently and performs the three tasks on the card before the sand runs through the timer. As the child begins the task, he/she sets the card in a position so all of the participants can read what he is supposed to do. If the child finishes a turn correctly in the allotted time, he/she receives three points (or could receive two points for completing two tasks, etc.) This game can be played with two students or as team competition.

Submitted by: Natalie Weigand, Unionville School, Monroe County Consolidated School Corporation, Bloomington

The Ring 3

Objective: To practice the use of context clues
Number of participants: Small group
Materials needed: Oaktag, small box for storage

Directions: Make four or more copies of one story (see example) on oaktag: suggested size 11" x 13½". Write various nouns and adjectives on 1" x 2" pieces of oaktag.

Example: "Daddy, will you buy me a ring", said _____. "Why do you want a ring?" said _____. "I want to wear it when I go to _____," said _____. "Daddy, will you buy me one _____?" Daddy said, "I can't buy one _____, but I'll get you a pretty one when I go _____". "That's _____," said _____. "I can't wait to get my ring."
Procedure: Each player takes a story card and selects word cards to fill in the blanks to complete the story. Each story will be completed in a different way. The various stories are read to the rest of the group.

Submitted by: Mary Lou Hudson, MSD Wayne Township, Indianapolis

Reading Brain Game 4

Objective: To improve reading comprehension
Number of participants: Large group divided into two teams
Materials needed: 2 bells; chalkboard or paper for scoring; index cards, each with a comprehension question about the story read

Directions: Divide children into two teams. One member from each team holds a bell and listens to the teacher ask a question from a recent story. The first team member to ring his/her bell and answer the question correctly receives five points. If the question is answered incorrectly, the opposing team member gets a chance to answer. If the question is answered correctly the question is worth 10 points. If the question is answered incorrectly again, the question is thrown out and a new question is asked with the next set of students from the teams. A scorekeeper records the team scores on the chalkboard. The first team to obtain a predetermined score wins.

This can be used for one story or as a unit review.

Submitted by: Sally Fenoglo, Valley Mills Elementary School, MSD Decatur Township, Indianapolis

Garage and Junkyard 5

Objective: To teach the use of guide words
Number of participants: 2-4
Materials needed: Junkyard card - 8" x 10" posterboard, 6 Garage cards - 8" x 10" posterboard, each a different color with two guide words on each card, Word cars - 3" x 5" index cards, six sets of 8, each set color-coded to match garage cards (See example)

Example: clean - clump (guide words)

clothes	clap	(word cars)
collect	cloak	
class	clear	
clip	clue	

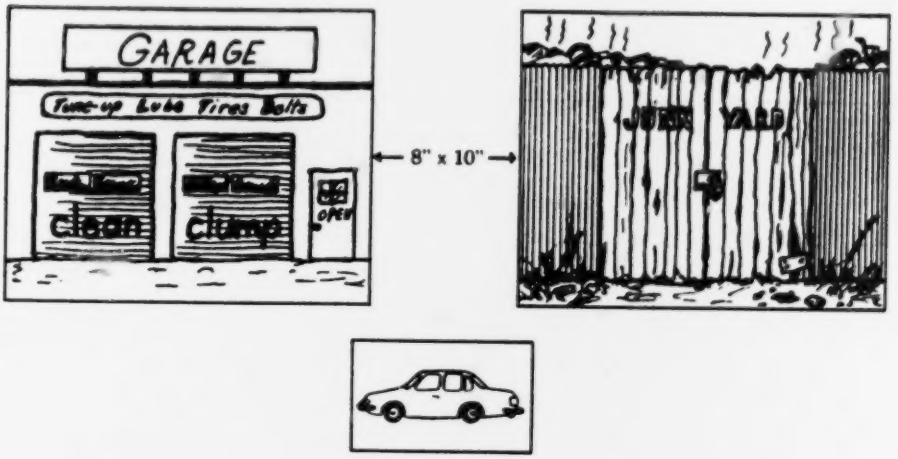
Directions: The Junkyard card and one Garage card are placed in the center of the table. The matching color set of cars for the Garage card are placed face down in a stack. The first player draws a car and decides if the car can be parked in the Garage (only word cars that come between the guide words on the Garage may be parked there). All other word cars must go to the Junkyard. Play continues until all word cars are either parked or junked. The players must tell why the word is placed where it is.

Play must continue using another Garage and matching set of word cars when the first set is completed. If the players seem to understand this process, the instructor may choose to give each player a Garage and set of cars to work with individually. Garages and cars may be exchanged for more practice.

Submitted by: Chapter I, New Albany-Floyd County Schools, New Albany

Garage and Junkyard

5a



Sentence Scramble

6

Objective: To practice putting words in correct order for sentences and using correct punctuation

Number of participants: Large or small group

Materials needed: One envelope per student; each envelope contains a sentence which has been cut into its separate components

Example:

The	cat	ran	.

Directions: Give each child an envelope and have him/her reconstruct a sentence from the sentence parts found in the envelope. Older children may have various punctuation marks to use in their sentence. Once the teacher has checked and approved, the children may trade and try again.

Submitted by: Nancy N. Kolb, O.J. Neighbours Elementary School, Wabash City Schools, Wabash

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Look for Details 7

Objective: To develop students' understanding of details
Number of participants: Large group
Materials needed: Pencil, paper

Directions: Everyone selects an object in the room. A timer is set for two minutes. Everyone writes descriptive words, phrases, or sentences about the object. When the two minutes are up, the papers are passed to the teacher and the descriptions are read. The students then try to guess the object.

Example: clock — numbers, hands, movement, black, white, time, round.

Submitted by: Suzanne Ziemer, Unionville Elementary School, Monroe County Community School Corporation, Bloomington

Strip Stories 8

Objective: To encourage creative comprehension
Number of participants: Small group
Materials needed: Bleach, permanent magic markers, tape recorder, filmstrip projector, old filmstrip

Directions: Bleach an old filmstrip and let students use felt tip markers to draw pictures of a story. Use a tape recorder to tape the accompanying story. Set the filmstrip, projector and tape player in a study carrel for other students to enjoy.

Submitted by: Virginia McCollum, Blue River Valley Elementary School, Blue River Valley School Corporation, Mount Summit

Guess Who 9

Objective: To provide practice with comprehension skills
Number of participants: Small groups
Materials needed: Chalkboard, chalk, eraser

Directions: The teacher writes several short statements on the chalkboard describing a child or telling something about a child in the reading group. The vocabulary is adapted to the reading level of the group.

Sample Statements:

I see a girl with brown hair. Her eyes are blue. She is wearing a pretty dress with pink flowers on it.

The children attempt to guess the child being described.

Submitted by: Mary Lou Hudson, MSD Wayne Township, Indianapolis

Zap 10

Objective: To increase use of context clues to obtain word meaning
Number of participants: Small group
Materials needed: Two dice, crayons
- Zap gameboard (laminated 5 x 8" oaktag or dittoed paper)
- 3 x 5" sentence cards (e.g., He required time to finish his work.)

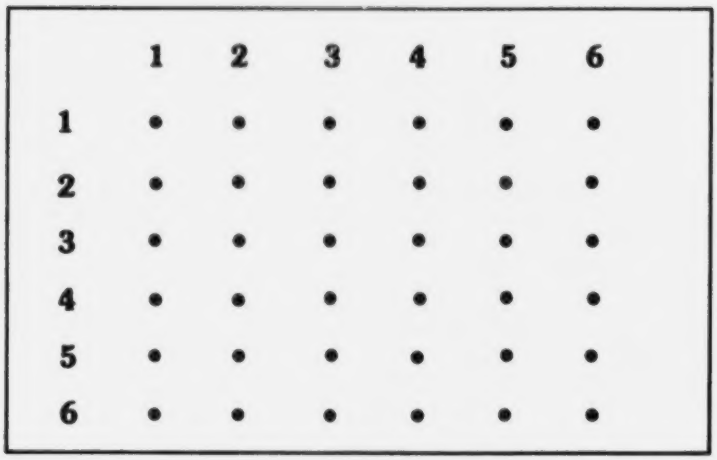
Directions: The Zap gameboard is a grid with numbers 1-6 across the top and 1-6 down the side with dots used to complete the grid. Pass out one gameboard to each player. The student randomly selects three dots and, using a crayon, circles them for his/her "targets". Shuffle the sentence cards and place them face down in the center of the group. Each player, in turn, draws a card, reads the sentence, and gives the meaning of the underlined word. If correct, the player rolls the dice. Using the numbers of the dice, the player decides the course he/she would like to take to "Zap" a target on his/her gameboard.

Example: If the dice show a 2 and a 4, the player can draw a line one of two ways on his/her gameboard (4 to the 2 or 2 to the 4). If incorrect, talk about the sentence and word meaning, then place the sentence card on the bottom of the deck. The winner is the first person to "zap" a target or the one who "zaps" the most targets.

Submitted by: Chapter I, New Albany-Floyd County Schools, New Albany

Zap

10a



Story Play

11

Objective: To promote creativity and enjoyment of reading
Number of participants: Large group
Materials needed: Video camera, tape, video player

Directions: Have one group of students act out a favorite story while another group reads the story aloud. Video tape the story for other classrooms to see. (The video version of the story could be shown in the cafeteria during lunchtime.)

Submitted by: Virginia McCollum, Blue River Valley Elementary School, Blue River Valley Corporation, Mount Summit

Who, What, When, Where, Why? 12

Objective: To review a unit of study by asking detailed inference questions
Number of participants: Large group divided into two teams
Materials needed: A question board 28" x 22" divided into 5 columns across and 4 columns down. At the top of each vertical column the words "Who, What, When, Where, Why" are written. On the left-hand side of the horizontal columns are printed $5, $10, $15, and $20. Cut 1" x 2" rectangle markers from green and blue construction paper.

Directions: A slot is cut in each square of the Question Board to hold the game markers. A list of questions of varied degrees of difficulty is prepared. The more difficult the question the higher the dollar value. Divide the class into two teams (blue team, green team). After a child from either the blue or green team selects a category and question value, the teacher reads the corresponding question. If the child answers the question correctly, that team's game marker is placed in the selected category slot on the Question Board. The same procedure is repeated by the opposing team. If a wrong answer is given, the opposing team is given the option of either answering the question or requesting another. At the end of play, the game markers are tallied. The team with the highest total is the winner.

Submitted by: Janet Solomon, Greenacres School, Clarksville Community School Corporation, Clarksville

Who, What, When, Where, Why? Game Board 12a

	Who	What	When	Where	Why
$5		—	—	—	—
$10	—	—	—	—	—
$15	—	—	—	—	—
$20	—	—	—	—	—

28" x 22"

Word Recognition

Sound Book — 1
Hop To It — 2
The Beat Goes On — 3
Word Solitaire — 4
"1 — 2 — 3 Golly Gee" — 5
Syllable Game — 6
Pass the Egg — 7
Word Family Match-Up — 8
Dictionary Detectives — 9

Sound Book 1

Objective: To reinforce sound-symbol relationships and increase word recognition
Number of participants: Large or small group
Materials needed: Large sheets of white bulletin board paper, colored markers, crayons

Directions: One large piece of paper is needed for each sound. Title the paper with the sound, e.g., long E. Each child supplies a word with that sound, which the teacher prints in a box along with the child's initials. The child draws, colors, and cuts a picture to paste in his initialed box to illustrate the word. Children may do the drawing as part of seat work. Pages may be bound together and books used for vocabulary review.

Submitted by: Carolyn J. Lloyd, Covington Elementary School, Covington Community School Corporation, Covington

Hop To It

2

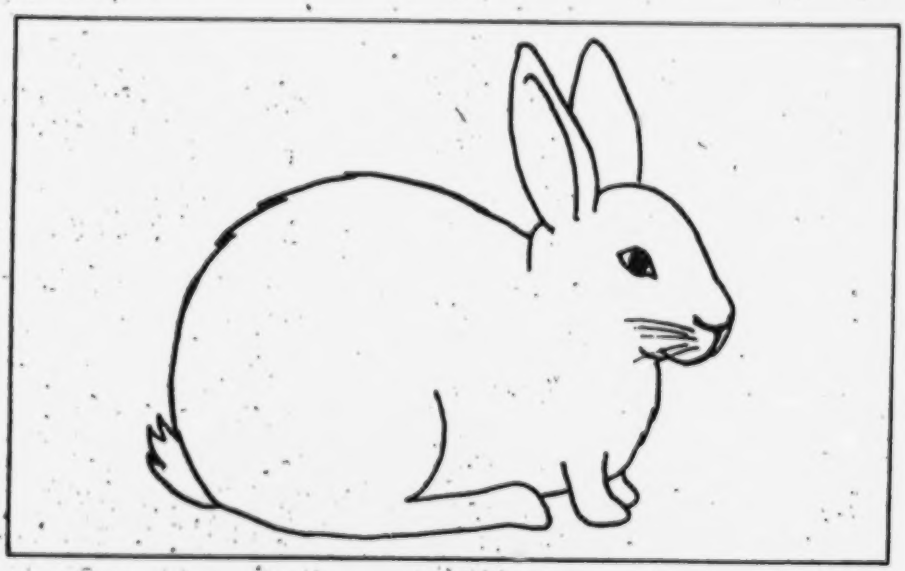
Objective: To provide practice with syllables
Number of participants: Small group
Materials needed: Small game board (manila folder), 3 x 5" index cards, pictures

Directions: Draw a game board using a forest scene with two pockets to illustrate rabbit holes. Put number 1 by one pocket and number 2 by the other pocket, which will indicate the number of syllables in a word. Using the 3 x 5 index cards, cut out one rabbit per card. Put one word on one side of the rabbit and a picture of the word on the other side. Each player, in turn, places a rabbit in the correct hole according to the number of syllables in the word.

Submitted by: Arlene Kruecksberg, Monroeville Elementary School, East Allen County School Corporation, Monroeville

Hop To It

2a



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The Beat Goes On

3

Objective: To provide practice in discriminating between long and short vowel sounds
Number of participants: Small group
Materials needed: None

Directions: Begin by teaching a two-beat rhythm by slapping on a table two beats, clapping hands together twice, and snapping fingers twice (first right and then left), with a pause following in the rhythm. The game begins with a leader deciding on a vowel sound to be used (example: short 'a'). When there is a pause in the rhythm, the child supplies a word with a short 'a' sound. Go around to every child, never missing a beat. Keep going until one child is remaining. In the next round the remaining child is the leader and decides on a new vowel sound. This game is good for reviewing blends and digraphs.

Submitted by: Peg Dunn, Greenwood Northeast Elementary School, Greenwood Community School Corporation, Greenwood

Word Solitaire

4

Objective: To construct words of 2 or more letters
Number of participants: Small group
Materials needed: 52 or more index cards

Directions: On each card write a letter. Use all of the letters of the alphabet. Make two or three cards for each of the most common consonants (s,b,d,t, etc.) and four or five cards for each vowel. Deal the cards into seven piles — as if you were dealing a game of solitaire with the seventh pile having seven cards. The top card of each pile is turned over. Each player, in turn, tries to make a word using any of the letters shown. If unable to make a word, the player goes through the extra cards until he/she comes to a letter which can be used to complete a word. The top card of the pile is then turned over to fill in any empty space. The player making the most words (with the most cards) is the winner.

Submitted by: Sue Keene, West Newton Elementary School, MSD Decatur Township, West Newton

"1 — 2 — 3 Golly Gee"

5

Objective: To provide reinforcement of the hard and soft 'g' sound (May use same idea for the letter 'c' — "1-2-3 Crazy Cee").

Number of participants: Small group

Materials needed: Manila folder "G" game board with spaces labeled with "G" words such as: ghost; great; guess; gee, you goofed; go back; golly, you're good; go ahead; etc.; 1 playing piece per player

Directions: After a player says "1-2-3 Golly Gee", the teacher holds up 1, 2 or 3 fingers. The player moves his/her marker the number of spaces shown and pronounces the word in that space. If the player pronounces the word correctly, he/she scores 1 point.

Submitted by: Cindy Taylor, Battle Ground Elementary School, Tippecanoe School Corporation, Lafayette

5a

Start gill	ghost	germ	Go back 1 space	gain	gas	garbage
guess						garage
give						gave
great			1—2—3 Golly Gee			Go back 2 spaces
gate						gargle
Go ahead 1 space	Golly you're good!	garden	giant	gale	get	garlic

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Syllable Game

6

Objective: To provide practice in using syllabication rules in decoding unknown words
Number of participants: Small group
Materials needed: Heading cards with cv/cv, v/cv, v/cle; word cards with words to fit various headings (e.g., seldom, hotel, maple)

Directions: Place the three heading cards on the table in front of the group. Put word cards in a pile. Each child draws a card and in turn puts it under the correct heading. The child must pronounce the first syllable, then the second syllable in isolation, then pronounce the whole word.

Submitted by: Anne Hennessey, New Albany-Floyd County Consolidated School Corporation, New Albany

Pass the Egg

7

Objective: To provide practice with beginning sounds
Number of participants: Small group
Materials needed: Egg carton, colored plastic eggs that open, paper

Directions: Open the egg carton and have each child pick an egg. Inside each egg is a letter of the alphabet. Ask each child to open the egg and tell what the letter is, what sound it makes, and to name a word that begins with that sound. Continue in the same manner until each child has had a chance to pick an egg. As a variation, the activity may be done with blends, vowels, digraphs, or vocabulary words.

Submitted by: Diane Olds, Liberty Elementary School, North Judson-San Pierre School Corporation, North Judson

Word Family Match-Up 8

Objective: To provide practice with beginning sounds
Number of participants: Small groups
Materials needed: 1. Game card, 5" x 8", for each player with 4 or more word parts from any word family, example ____ike, ____at, ____ame.
2. Letter squares, 1" x 1" (f, m, l, s, etc.) and/or blend squares (bl, fl, ch, sh, etc.)

Directions: Mix the letter and/or blend squares together and place them face down in the center of the group. A player draws one letter or blend square from the pile. He attempts to make a word using the letter square combined with the word parts on his game card. The player reads the new word out loud. If the player says the word correctly, he keeps the letter square and places it next to the matching word part on his/her game card. If the player is unable to form a word, the square is placed back in the pile and the next player takes a turn. The winner is the player who has filled the game card first.

Submitted by: Pat Chase, Lakeview Elementary School, Monroe County Community School Corporation, Bloomington

Dictionary Detectives 9

Objective: To improve vocabulary and provide practice with consonant blends
Number of participants: Small group
Materials needed: Dictionary

Directions: Announce to the class which consonant blend you will be using, e.g. sled, bring, swing. Turn to the pages in the dictionary which list words beginning with that blend. Select a word from the dictionary and give the class clues to the word's meaning. The students then attempt to say the correct blend word. Additional words may be given by the teacher or by the student who correctly identified the word.

Submitted by: Sandy Walker, Valley Mills Elementary School, MSD Decatur Township, Indianapolis

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Study Skills

Glossary Race — 1
The Envelope Game — 2
The City Game — 3
Find an Animal — 4
Reference Point — 5

Glossary Race 1

Objective: To promote use of the glossary or dictionary
Number of participants: Small group
Materials needed: Basal reader with glossary or a dictionary

Directions: Write a word on a piece of paper or on the board. Let the students see who can find the word first using either the dictionary or glossary. The winner must be able to read the definition of the word. As the students' skills improve, they may be asked to pronounce unfamiliar words or to use the words in original sentences.

Submitted by: Mary Danzey, Sunman Elementary School, Sunman-Dearborn Community School Corporation, Sunman

The Envelope Game 2

Objective: To provide practice with alphabetical order
Number of participants: Small group
Materials needed: Several envelopes containing 5-6 word cards; number of cards per envelope may vary

Directions: Give each player an envelope of cards. When the teacher gives the signal, have the students open the envelopes and arrange the words in alphabetical order. The first to finish and correctly pronounce the words receives five points. The second one finished receives four points, and so forth. The students then shuffle the cards and put them back in the envelopes. The envelopes are passed to the player on the right. Repeat as above. Game continues until all players have had a chance to arrange words from all envelopes being used. The player scoring the highest number of points is the winner.

Submitted by: Barbara Hulse, Carthage and Kennard Elementary Schools, Charles A. Beard Memorial School Corporation, Knightstown

The City Game 3

Objective To answer questions about your city and to provide practice with maps and phone books
Number of participants: Small group
Materials needed: A manila folder on which to prepare a game board similar to a Monopoly board, but using pictures from your city for each square (pictures may be obtained from a Chamber of Commerce brochure), chance cards, dice, tokens, maps and phone books

Directions: Prepare chance cards such as these: "You want to order a pizza; find the phone number of the Pizza Hut nearest school," or "Trace the shortest route between school and the town square or circle," or "Your school lost the football game; lose one turn". Students move their tokens around the board according to the throw of the dice. If a student lands on a chance card space, he/she must do what the card says. The first player to reach the Finish Line is the winner.

Submitted by: Deborah Fuller, Westlane Middle School, MSD Washington Township, Indianapolis

3a

(Empty spaces are pictures of our city.)

Find an Animal

4

Objective: To teach beginning reference skills
Number of participants: Large or small group
Materials needed: Reference materials, index cards

Directions: Write the name of an animal, event or place on the top of index cards, one for each student. Ask students to find and write down three interesting things about the topic. Provide time for each student to read his/her information to the class. (If you have a school librarian, she might assist students in finding the information.)

Submitted by: Virginia McCollum, Blue River Valley Elementary School, Blue River Valley School Corporation, Mount Summit

Reference Point 5

Objective: To help students learn what reference material to use in specific situations

Number of participants: Small group

Materials needed: Question index cards which ask where to locate specific information, round pointer, oaktag circle divided into 9 pie-like pieces with one of the following words written in each piece: Bibliography, Glossary, Index, Time Table, Zip Code Directory, Telephone Directory, Dictionary, Encyclopedia, and Atlas

Directions: The student picks a question card and reads it. He then uses the "pointer" to indicate the correct answer on the category answer board. (Teacher will determine if answer is correct.) The player receives one point for each correct answer. All players receive an equal number of turns, after which the person with the most points is declared the winner.

Submitted by: Barbara Hulse, Kennard and Kennard Elementary, Charles A. Beard Memorial School Corporation, Knightstown